

## Inquiring Minds

### Lesson Preparation

Daily Lesson 10	READING	
	TEKS	Ongoing TEKS
	E1.Fig19B E1.21A,C E1.22A,B,C	E1.Fig 19A E1.9B,C,D
<b>Key Understandings and Guiding Questions</b>	<ul style="list-style-type: none"> <li>Authors gather information from different sources for specific purposes.</li> </ul> <p>— Why is it important to gather information from multiple sources?</p>	
<b>Vocabulary of Instruction</b>		
<b>Materials</b>	<ul style="list-style-type: none"> <li>Reader's Notebook (1 per student)</li> <li>Library or media center access</li> <li>Chart paper (if applicable)</li> </ul>	
<b>Attachments and Resources</b>		
<b>Advance Preparation</b>	1. Prepare to display visuals as appropriate.	
<b>Background Information</b>	This Instructional Routine partially assesses Performance Indicator: <i>"Follow research plan to collect information from multiple perspectives. Organize the information gathered using a variety of graphics and forms (e.g., notes, learning logs, charts). If necessary, modify research question to refocus the plan. Using a standard format, develop and organize an annotated bibliography of credible, relevant sources."</i>	
<b>Teacher Notes</b>		

## Instructional Routines

Daily Lesson 10	READING
<b>Duration and Objective</b>	Suggested Duration: 50-60 min.  <u>Content Objective:</u> Students complete research and make necessary adjustments to their research question and plan.
<b>Mini Lesson</b>	1. Ask: <b>Does your research adequately address your research question?</b> Instruct students to do a careful review of the information they have gathered as well as their research plan. Explain to students that if needed, their research question may need to be modified.
<b>Learning Applications</b>	1. Students complete their research, modifying their major research question if necessary.  2. Provide targeted assistance to individuals and/or small groups of students as needed.
<b>Closure</b>	1. Students share progress with a partner.